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ABSTRACT

The paper reviews the concept of multicultural education as it relates to special education and reports on a model developed by a University of Kansas project to analyze, evaluate, and develop guidelines for university special education departments to incorporate a multicultural perspective in their curriculum. The first stage in the model process is analysis of the department curriculum and includes a review/analysis of the courses offered, faculty interviews, and classroom observations. The second stage consists of the report of multicultural input and includes evaluation of course level input by both area of specialization and department level. The final stage involves communication of the analysis results to all faculty members. A sample workshop model is offered. (DB)

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Mainstreaming A Multicultural Concept Into Special Education

- Guidelines for Teacher Trainers -

During this century, perhaps no concept has given educators more difficulty than that of equality. As teachers and administrators, we have gradually come to realize the inequities that have existed in our educational system for so long. Segregated schools invariably penalized Asians, Blacks, Native Americans and the Hispanics. Although boys and girls attend school together, too frequently we educate them by traditional images of male and female roles. We are still far from genuine educational equality. Our human responses seem to function much like a pendulum. Where once we educated only the few and ignored the many, we now attempt to educate the many but from a single perspective. By doing so we mistake uniformity for equality. Multicultural Education is a positive response in that it broadens perspectives and provides a more meaningful education for all of us. (NEA, 1976, pg.4)

Significant progress has been made during the past 10 years in the provision of quality education for handicapped children and youth and for learners from ethnic minority backgrounds. Researchers, advocacy groups and educational policy makers have pursued courses of action to improve the educational status of both groups in a manner which suggest that the needs of the two groups are independent of each other. While this may be necessary in order to generate political support and to maintain visibility for advocacy and consumer groups, there is considerable overlap from the perspective of preparing instructional personnel. For example, the incidence of handicapping conditions among ethnic minority groups is at least as high as among the majority population. Indeed, there are data which suggest that in certain geographic areas and among lower socio-economic populations

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there continues to be an over representation of children from ethnic minority groups in programs for handicapped children and youth.

The current emphasis on non-discriminatory testing and on assessing appropriateness of education programs for the handicapped is attracting attention to the multicultural dimensions of instructional programming for handicapped students. Local school districts are becoming more sensitive to the instructional implications of cultural diversity. However, there is little evidence of Special Education teacher training programs that place emphasis on cultural diversity as a generic skill. No programs have been identified which claim to have systematically integrated experiences specific to multicultural needs throughout the special education teacher training program. The one exception is in the area of assessment; most programs have responded to trends in the non-discriminatory testing movement. But instructional areas such as methodology, materials, classroom activities, management, characteristics, parent counseling and program planning evidently have not been perceived as necessary contexts for emphasizing the multicultural implications of working with handicapped students. Given this current "state of the art" within departments of special education, the need for this type of focus becomes more critical.

What is Multicultural Education?

As stated by the American Association for Colleges of Teacher Education (AACTE), multicultural education is education which values cultural pluralism. Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that schools should merely tolerate cultural pluralism. Instead, multicultural education affirms that schools should be oriented toward the cultural environment of all children and youth through programs designed to preserve and extend cultural alternatives.

If cultural pluralism is so basic a quality of our culture, it must become an integral part of the educational process at every level. Education for cultural pluralism includes four major thrusts:

1. The teaching of values which support cultural diversity and individual uniqueness.
2. The encouragement of the qualitative expansion of existing ethnic cultures and their incorporation into the mainstream of American socio-economic and political life.
3. The support of exploration in alternative and emerging lifestyles.
4. The encouragement of multiculturalism, multilingualism and multidialectism. (AACTE, 1973, pg. 4)

While schools must insure that all students are assisted in developing their skills to function effectively in society, such a commitment should not imply or permit the denigration of cultural differences.

Educational institutions play a major role in shaping the attitudes and beliefs of the nation's youth. Educational institutions must provide leadership for the development of individual commitment to a social system where individual worth and dignity are fundamental tenets. This provision means that schools and colleges must assure that their total educational process and educational content reflect a commitment to cultural pluralism.

The Multicultural Concept is Appropriate in Every Facet of School Life.

Multicultural education is not a course or a subject. It is not a unit on society's problems nor is it a system for teaching social studies. Multicultural education has a place in every facet of education. That is not to say that every teacher must include multicultural concepts in every lesson each day. But it does mean that every teacher in every class from

sciences to physical education should develop a definite role and response to a multicultural approach. This PERSONAL response can be woven into his or her existing curriculum.

Multicultural education is a way of teaching. It recognizes some basic truths about the conditions of our society and where appropriate, includes references to international perspectives in lesson plans. It is a point of view which must be reflected in every lesson or unit of study. Multicultural education implies some guidelines which teachers use to test their lessons to confirm their consistency with the educational needs of ALL students who will have to function effectively and productively now and in the future.

Multicultural education is also a way of learning. Students benefit from thought processes, learning experiences and attitude shaping exercises which help them prepare for real-life problems. An effective multicultural approach allows ALL students to benefit from exposure to people and "things" to which they are not accustomed. Multicultural education enhances the student's ability to relate successfully to other people even when there are important differences in opinions, beliefs and cultures. It offers the student a PERSPECTIVE he/she can use to evaluate new knowledge. Multicultural education offers students a background that will help them cope with change in the future. (Rodriguez, 1980, pg. 7-8)

The Need For a Multicultural Concept in Special Education

National accreditation of colleges and university programs for the preparation of all teachers and other professional school personnel at the elementary and secondary levels is the responsibility of the National Council for the Accreditation of Teacher Education (NCATE).

In the NCATE standards for the Accreditation of Teacher Education, which became effective January 1, 1979, multicultural education is explicitly

addressed. Provisions for multicultural education must be evident in undergraduate and graduate programs in order to receive full accreditation from NCATE. (NCATE, 1979, pages 3-19)

Organizations such as CEC, NEA and other special interest groups assumed a major role in mounting social action programs resulting in legislation. PL 93-386, PL 94-142 and section 504 of the Rehabilitation Act address issues of civil rights and quality education which are concerned in part with the appropriateness of educational programs for handicapped children from ethnic minority backgrounds.

The Council for Exceptional Children (CEC) sponsored a Special Conference on Cultural Diversity and the Exceptional Child in 1973. The council is also sponsoring two conferences in the spring of 1981; the Exceptional Black Child and the Bilingual Child in Special Education Programs.

University of Kansas Project

The University of Kansas has recently completed a project funded from BEH/HEW to analyze, evaluate and develop guidelines for special education departments in incorporating a multicultural perspective in their curriculum.

The purpose of this analysis was to explore the strengths and weaknesses of the existing multicultural imput, in order to meet the goals of: (1) sharing the findings with the faculty, (2) encouraging great coordination and integration, (3) supplying a basis upon which to expand, and finally (4) pinpointing areas of need so that multicultural materials could be designed to meet those needs. Thus, a "model" has been developed based upon this project. (Rodriguez, 1980, pages 14-35)

The Process

It is inappropriate to simply discuss the rationale and need for such an examination and modification of curricula and instructional methods without at least providing direction in addressing these concerns. The following stages were designed to assist our project, and also to "test" its effect upon the overall analysis which, in turn could be adopted or modified by other teacher training programs to meet their particular needs.

Stage I: Analyzing the Department Curriculum

A. Review - Analysis of the Courses Offered:

1. Establish a task force of multicultural specialists and special educators.
2. Compile a list of issues, questions, areas of concern, or criteria to be used to analyze course texts and readings.
3. Each faculty member should supply course outlines, syllabi, readings, and activity lists.
4. Develop a grid to evaluate each of texts, readings, etc. (Use of a grid makes the information more easily interpreted and helps to pinpoint the extent and depth of coverage in the course and throughout the department.) (See Figure 1.)

B. Faculty Interviews:

Each faculty member should be interviewed to determine what multicultural issues she/he considers most relevant and how these topics are accomplished. The interview also serves to sensitize faculty to a greater range of issues and to encourage them to

consider the relevancy of these to their speciality. Finally, it allows the faculty to clarify and amplify how reading and textual references are used.

A list of questions pertaining to factors that are to be considered should be prepared before the interviews. Some sample questions might be:

1. Is the disproportionate number of culturally different children in special education pointed out and are the political, social, educational and cultural implications discussed?
2. Is attention given to the special factors that affect the culturally different child? (Language, self-concept, social class, stereotyping, etc.).
3. Are teacher trainees helped to see how the cultural diversity of their students may affect the classroom atmosphere and their approach to teaching? On the other hand, what approach is used in an homogenous classroom?
4. Have teacher trainers been aided in examining their own attitudes, assumptions, and stereotypes about various ethnic groups? (i.e., through inservice sessions, workshops or conferences).
5. Are teacher trainees encouraged to examine their own values and expectations and to see how these may contribute to or detract from communicating with and understanding culturally different children?
6. Is there any investigation into the ways in which different cultural groups view and react to handicaps?
7. Is the culturally different child in special education handled as a separate topic or are the needs and special problems of

the the handicapped culturally different child integrated into all content areas of the curriculum?

8. Is the discussion of the culturally different child in special education included early in the course outline to enable the teacher trainees to relate what they have learned about culturally diverse children to all topics covered in the course?
9. Is there any attempt to break down stereotypes about different ethnic groups and replace them with broader knowledge about different groups and more accurate information about social problems? (Could be specifically related to special education problems.)
10. Are special techniques used to help teachers gain a deeper insight into the added emotional problems the culturally different child may face?
11. Are field experiences provided for students in a multicultural setting?

C. Classroom Observations:

Classroom observations or logs can be a useful tool in evaluating the amount and depth of multicultural integration. These may be done by outside observers or by the faculty member him/herself throughout the semester or quarter.

Stage II: The Report of Multicultural Input

A. Course Level Input:

1. Evaluate by compiling the information from the readings grid, interviews and classroom observations and logs.
2. Determine what issues were covered and in what depth.
3. Design a multicultural scale upon which to judge input.

The following is a sample scale:

Level 1	No multicultural input
Level 2	Brief mention of multicultural concepts
	Minimal sensitizing
	Add-on section(s)
Level 3	Some integration
	Development and examples
	Some sensitizing to complexity of issues
Level 4	Challenges and sensitizes
	In-depth development
	Alternatives
	Overall integration

4. Prepare summary of findings.

5. Write recommendations.

Figure 4 is an example of an "overall" evaluation form which rates readings, activities, and professors' perceptions on the multicultural scale. (See Figure 4.)

B. The above steps in analyzing course level input, can and should be applied for (1) area of specialization input (mental retardation, learning disability, etc.) and (2) department level input.

Evaluation of the Stages for Multicultural Understanding

Based on the assumption that it requires more than exposure to multicultural issues to successfully integrate a multicultural approach into one's teaching, the examination of special education curriculum ought to look at the stages or levels of multicultural understanding through which

teacher trainees must move to gain competence. It is important to determine to what degree each area is or should be preparing today's students in special education. Working definitions of these stages might be:

I. Awareness - Consciousness Level

A general sensitivity to cultural differences and the need for understanding these differences.

Example: Research has shown that culture has an impact on learning style.

II. Knowledge - Content Level

Specific information and details about cultural diversity.

Example: Examination and study of different learning styles and ways classrooms can be organized to capitalize on each child's style.

III. Skill - Implementation Level

Application of knowledge by designing materials and organizing teaching approaches which carry out the goals of multicultural education.

Example: Design a curricular unit which allows students to utilize different learning styles to arrive at the unit objectives.

Stage III: A Workshop Model

The results of the analysis of the departmental curriculum should be shared and discussed with all members of the faculty. We designed a "workshop model" (Figure 6) that can be adapted for this purpose. This workshop design not only provides the opportunity to examine the analysis, but allows the faculty to "begin" the process of establishing departmental goals, as well as individual goals, in regard to the multicultural concept. (See Figure 6.)

The Challenge

Implementation of a concept to accomodate the necessary competencies for a multicultural perspective will require significant changes in the academic content and experiences provided. These changes will affect all facets of the college program and will require the cooperation of a large segment of the academic community. Internally, the faculty of each institution must become aware, sensitive and committed to the concept of multicultural education. Anything less than a concentrated, committed, and cooperative effort will result in mere tinkering with the existing program(s).

When changes are small or when only a few people are involved, our procedures for monitoring, evaluating and revising plans can be informal. Implementing changes at a department-wide level requires more systemic procedures. We need to be continaully learning from our experiences and the experiences of others.

Based on the rationale for multicultural education and the concerns of special educators to serve the needs of all handicapped students, including ethnic minority students, it becomes apparent that a need does exist to establish guidelines for multicultural education in a wide array of instructional areas for special education.

Such multicultural guidelines are not aimed at training teachers to work exclusively with handicapped children from particular minority backgrounds. Quite the contrary, these guidelines are intended to assist in the training of teachers for exceptional children that will provide the most meaningful education for all of their students, regardless of their ethnic composition. The concept of multicultural education is not based on the premise that there are ethnic minority students in the classroom, but that there are differences in students within any classroom and that

all of those students live in a pluralistic society.

These guidelines have been designed to assist you and your department to begin to make a response to the need for both multicultural education and overall school improvement. We welcome you to the search for alternative solutions that will truly make departments of special education "Special".

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Readings Grid
Professor's Name_____
Course: Problems of Exceptionality: Classroom Intervention

	Up-to-date terminology	Pertinent Multicultural Issues						Examples to illustrate issues	References	Alternative Approaches	Examples Avoid Stereotypes	Multicultural content integrated	Sensitizing of the regular classroom teacher	Overcompensation
		Limited English proficiency	Legislation	Cultural Values	Family	Democratic cul. pluralism in ed.	Learning styles							
Dale Chapter 10 Dialect Differences	X	X		X	X		X	X	X	X	X	X	X	
Dale Chapter 11 Social Class Differences in Measuring Language Development									X					
Mainstreaming and Minority Child Cultural Dem. and Mexican American Child Casteneda	X	X	X	X	X	X		X	X	X	X		X	
Cultural Diversity and Exceptional Child Asian American–Search for identity Phil Chinn				X	X			X	X		X			
Language, Speech and Hearing Services in Schools, 1972, 2, 20-29 Jones Role of Publ Sch. Sp. Clinician w/Inner City Child		X						X	X				X	
Orlando Taylor–History of Development of Black English pp. 5-15 *Language, Speech and Hearing Services in Schools*		X				X	X		X	X				
Fasold and Wolfram Some Linguistic Features of Negro Dialect pp. 16-49 Language, Speech and Hearing Services in S.		X						X						

Figure 1

FACTORS TO BE CONSIDERED

1. Is the disproportionate number of culturally different children in special education pointed out and are the political, social, educational and cultural implications discussed?

2. Is attention given to the special factors that affect the culturally different child? (Language, self-concept, social class, stereotyping, etc.)

3. Are teacher trainees helped to see how the cultural diversity of their students may affect the classroom atmosphere and their approach to teaching? On the other hand, what approach is used in an homogenous classroom?

4. Have teacher trainers been aided in examining their own attitudes, assumptions, and stereotypes about various ethnic groups? (i.e., through inservice sessions, workshops, or conferences).

5. Are teacher trainees encouraged to examine their own values and expectations and to see how these may contribute to or detract from communicating with and understanding culturally different children?

6. Is there any investigation into the ways in which different cultural groups view and react to handicaps?

7. Is the culturally different child in special education handled as a separate topic or are the needs and special problems of the handicapped culturally different child integrated into all content areas of the curriculum?

8. Is the discussion of the culturally different child in special education included early in the course outline to enable the teacher trainees to relate what they have learned about culturally diverse children to all topics covered in the course?

9. Is there any attempt to break down stereotypes about different ethnic groups and replace them with broader knowledge about different groups and more accurate information about social problems? (Could be specifically related to special education problems).

10. Are special techniques used to help teachers gain a deeper insight into the added emotional problems the culturally different child may face?

11. Are field experiences provided for students in a multicultural setting?

Figure 2

The following is a sample scale:

Level 1	No multicultural input
Level 2	Brief mention of multicultural concepts Minimal sensitizing Add-on section(s)
Level 3	Some integration Development and examples Some sensitizing to complexity of issues
Level 4	Challenges and sensitizes In-depth development Alternatives Overall integration

Figure 3

OVERALL EVALUATION GRID

Professor's name_____
SPED 970
Problems of Exceptionality: Classroom Intervention for Language Disorders of Handicapped Learners

	TEXTS				READINGS				ACTIVITIES				
	Strengths	Weaknesses	Not relevant	Overall Evaluation	Strengths	Weaknesses	Not relevant	Overall Evaluation	How professors perceive multi-cultural input in their classes based on "Factors to be Considered"	Field Expereinces	Outside Speakers	Classroom Simulation & Activity	Media
LEVEL 1 No Multicultural Content		#1.11	#1.1 #1.2 #1.3 #1.4						*3				
LEVEL 2 Brief mention of multicultural concepts Minimal sensitizing Add-on sections			#1.5 #1.6 #1.7 #1.8 #1.9						*4 *7 *8 *9 *10				
LEVEL 3 Some integration Development & examples Some sensitizing to complexity of issues					#4 #5 #6 #7				*1 *2 *5 *6			X	
LEVEL 4 Challenges & sensitizes Indepth development Alternatives Overall integration	#1.10				#3								

refers to readings reviewed in Reading grid
* refers to number on Factors to be Considered sheet

Figure 4

Evaluation of the Stages for Multicultural Understanding

Based on the assumption that it requires more than mere exposure to multicultural issues to successfully integrate a multicultural approach into one's teaching, the examination of special education curriculum ought to look at the stages or levels of multicultural understanding through which teacher trainees must move to gain competence. It is important to determine to what degree each area is or should be preparing today's students in special education. Working definitions of these stages might be:

I.	Awareness–Consciousness Level A general sensitivity to cultural differences and the need for understanding these differences. Example: Research has shown that culture has an impact on learning style.
II.	Knowledge–Content Level Specific information and details about cultural diversity. Example: Examination and study of different learning styles and ways classrooms can be organized to capitalize on each child's style.
III.	Skill–Implementation Level Application of knowledge by designing materials and organizing teaching approaches which carry out the goals of multicultural education. Example: Design a curricular unit which allows students to utilize different learning styles to arrive at the unit objectives.

Figure 5

FIGURE 6
SUGGESTED WORKSHOP FORMAT

Total Group

I. DISCUSS OBJECTIVES AND RATIONALE FOR MULTICULTURAL EDUCATION
   a. Presentation by a multicultural specialist.
   b. Question and answer session.

II. DISCUSS MULTICULTURAL OBJECTIVES AND NEEDS SPECIFIC TO SPECIAL EDUCATION
   a. Historical background.
   b. Present state of the art.
   c. Question and answer session.

III. PRESENTATION OF THE ANALYSIS OF THE CURRICULUM FOR SPECIAL EDUCATION
   a. Share results of the analysis of the curriculum to determine what is presently being done.
   b. Provide opportunity for reaction and suggestions for modifications or elaborations.
   c. Determine what further information is needed on current programs.
   d. Based on analysis decide what should be done and what changes need to be addressed.

Small Groups

I. MULTICULTURAL OBJECTIVES FOR SPECIAL EDUCATION
   a. Arrive at general objectives for the total department.
   b. Report back to larger group.
   c. Come to a consensus.

II. MULTICULTURAL OBJECTIVES FOR AREAS OF SPECIALIZATION
   a. Faculty divide into areas of specialization.
   b. Develop specific objectives for their discipline(s).
   c. Record their objectives.
   d. Report to larger group.
   e. Record all groups' responses to examine continuity and "gaps" that appear as a result of the groups' reports. (See Figure 7.)

Individual Work

I. MY PERSONAL OBJECTIVES FOR MULTICULTURAL EDUCATION
   a. Each participant writes "specific" objectives for multicultural education.
   b. Each participant records and presents objectives.
   c. Individual participants determine what is needed to accomplish these objectives. (See Figure 8.)

Total Group

I. WHERE DO WE GO FROM HERE?
   a. Summarize the presentations.
   b. Summarize the activities.
   c. Set specific time frames and responsibilities.
   d. Set priority of next step(s) to be taken.
   e. Provide specific direction for follow-up.